





**Search the Knowledge Base**

 **Search**

**Get Help**

Your starting point for using Library resources, your College Library Support Team (more info)

[Book a one to one appointment](#)

If you need help finding information for your dissertation, thesis, research project, referencing, open access or research data management, contact your College Librarian.

**Exporting references - Library Search - Knowledge Base**

Download this learning object:

- Exporting references - Library Search Powerpoint
- Exporting references - Library Search PDF

View the object:

Got a suggestion for a Knowledge Base tutorial? We'd like to hear your feedback.

**Arts Resources**

English Literature

- Finding 19th century literary reviews
- Making the most of JSTOR

**Endnote Resources**

- Exporting references - EBSCOhost
- Exporting references - Library Search
- Exporting references - Ovid
- Exporting references - Web of Science

**Law Resources**

- European Law - treaties, legislation & cases
- Introduction to the different types of legal literature
- Understanding legal citations and abbreviations

**MVLS Resources**

- Using search commands: improve your results
- Database searching: some simple steps
- What is PICO?
- Using thesaurus and subject headings



Library Knowledge Base

**Exporting references - Library Search**

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<b>Course code</b>	Knowledge Base
<b>Title of course</b>	Knowledge Base
<b>Course lead contact</b>	Ms Susan Ashworth (susan.ashworth@glasgow.ac.uk)
<b>No of credits</b>	N/A
<b>Level of course (UG/PG) &amp; year</b>	All levels
<b>No. of students</b>	Available to all University of Glasgow students and staff.
<b>Platforms used</b>	<ul style="list-style-type: none"> <li>EdShare (learning object repository software)</li> </ul>
<b>Multimedia content</b>	<ul style="list-style-type: none"> <li>Text</li> <li>Video – short clips e.g. YouTube</li> <li>Video – Camtasia screen recordings or mini-lectures</li> <li>SCORM packages e.g. Storyline Articulate</li> </ul>

<p><b>Describe your blended learning approach</b></p>	<ul style="list-style-type: none"> <li>• Practical, task-based learning objects using the most appropriate format for the content.</li> <li>• A mixture of generic skills and course specific skills.</li> <li>• Learning objects can be incorporated into courses intact or tailored to suit.</li> </ul>
<p><b>Why was this blended approach taken?</b> i.e. what issue was it trying to solve?</p>	<ul style="list-style-type: none"> <li>• To offer the right information to students at the right time (at point of need) regardless of physical location. The Knowledge Base will offer a central source of information about using the Library and its resources that will complement training sessions delivered physically, and will give all students access to the skills they need to complete assignments, projects and dissertations successfully. In some cases it will replace multiple physical sessions, freeing up teaching spaces and therefore allowing staff to use time more effectively. It will enable Library staff to offer better support to students who are not based on campus.</li> </ul>
<p><b>What advice would you give to other teachers</b> taking this approach for the first time?</p>	<ul style="list-style-type: none"> <li>• To be realistic about the amount of content that can be produced when this is being done on top of existing workloads.</li> <li>• To work closely with academic staff in developing material.</li> </ul>
<p><b>What student support needs should be taken into account?</b> i.e. how did you support their transition into this way of learning?</p>	<ul style="list-style-type: none"> <li>• Students have indicated that in many cases they prefer to access this type of information online at the point of need. It's important for the Knowledge Base to be promoted effectively and for material to be included at the relevant points in academic courses.</li> </ul>
<p><b>What are the lessons for the institution and the sector</b> from this work?</p>	<ul style="list-style-type: none"> <li>• In order for online courses to be delivered in an effective, engaging and timely manner the University should consider employing additional learning technologists to support staff in delivering content.</li> </ul>